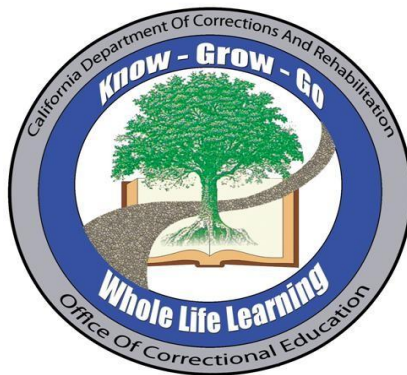


DEPARTMENT OF CORRECTIONS AND REHABILITATION

OFFICE OF AUDITS AND COMPLIANCE

EDUCATIONAL COMPLIANCE BRANCH



COMPLIANCE REVIEW FINDINGS

Folsom State Prison

June 16 through June 27, 2008

ADMINISTRATION

G. Lynn Hada

ACADEMIC EDUCATION

John Jackson

VOCATIONAL EDUCATION

Beverly Penland

LIBRARY

Jan Stuter

FEDERAL SUPPLEMENTARY PROGRAMS

Mark Lechich Ron Callison
Sarita Mehtani Tom Posey

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

No.	INSTITUTION: Folsom State Prison (FSP) DATE: June 16-23, 2008 COMPLIANCE TEAM: G. Lynn Hada	Yes/No or NA	COMMENTS
1.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Allotments/Operating Expenses:</div> <ul style="list-style-type: none"> Does the Principal maintain a budget tracking system to monitor the school departments' complete budget? Is there an annual spending plan to determine sub-allotments to programs, expenditures and their balance? 	Yes	
2.	Based upon current policy (amount of budget allotted) does it appear that a viable spending plan is in place in order for allocated funds to be fully utilized by year end?	Yes	
3.	Are funds allocated by Office of Correctional Education available and spent within program areas?	Yes	
4.	Are funds tracked by funding source? General Fund, special Budget Change Proposal funding, Federal and State Grant Programs allocated by Office of Correctional Education?	Yes	
5.	Are allocated funds for the Bridging Education Programs, including Arts In Corrections (AIC), used to provide program services to inmates?	Yes	There is a Services and Expenses in form of contracted services used in the amount of \$10,000.00 dollars

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

6.	Are law library purchases funded by the institution's general budget?	Yes	<p>This item is no longer applicable to the institution. It has been moved to a higher level. The following statement indicates that Office of Correctional Education is attempting to get the Law Library designated funds moved to Program 45 and the California Department of Corrections and Rehabilitation Agency Secretary has been briefed on the problem. The Office of Correctional Education Superintendent on July 3, 2008 provided the following written statement and Budget Change Letter #3 spreadsheet via an email; <i>"Here is the distribution to the field of funding for both 06/07 and 07/08 Gilmore collection. We have already processed the 08/09 purchases out of our office and they are currently in Procurement. As the 08/09 budget has not been signed we don't have initial 08/09 allotment to the field. The funding in this BC3 is from Program 45—not the institution Program 25 funds. The Financial Information Memorandum permanently moving Library to education in 2006 is still valid. Due to lack of designated funds we're flagged this to Office of Attorney General and Office of Court Compliance. Furthermore we've briefed Matt Cates and have written a proposal for the funding."</i></p>
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COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

7.	Is the school following the Education Hiring Steps and Responsibilities memo and matrix dated July 13, 2006 instructions when filling vacancies?	Yes	
8.	Are the Education Monthly Report (EMR) and the Education Daily Report (EDR) accurate and being completed and submitted on a timely basis?	Yes	
9.	Has adequate space and equipment been provided for staff to perform the required duties of the Reception Center/Bridging Education Program, Arts In Corrections program and the Television Specialist?	Yes	
10.	<div style="border: 1px solid black; padding: 2px;">Credentials:</div> <p>Are all instructional and supervisory staff credentialed appropriately within subject matter area where they are assigned?</p>	No	One teacher had no credential on file at the time the credentials were reviewed. The credential was produced several hours later on the same day. However, the time the files were reviewed is the point of discovery under current guidelines for the Education Compliance Branch.
11.	Does the assigned bridging staff hold appropriate credentials and/or placed in the appropriate Re-Entry classification?	Yes	
12.	<div style="border: 1px solid black; padding: 2px;">Duty Statements:</div> <p>Are 100% of the staff duty statements on file and applicable to current position?</p>	No	A few teachers did not have a duty statement in their supervisory file and other teachers' duty statements were not applicable to their present position.
13.	<div style="border: 1px solid black; padding: 2px;">Operational Procedures:</div> <p>Does the institution have an Operational Procedure that addresses the legislative mandates of the Bridging Education Program?</p>	No	The current Operational Procedure for the Bridging Education Program refers to Department Operations Manual Chapter 5 rather than Chapter 10 as required.

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

14.	Does the institution have an Operational Procedure for the Education Program? Does it use Department Operation Manual Chapter 10 as an inclusion?	No	There is no reference to the Department Operations Manual at all in Education Program Operational Procedure.
15.	<div style="border: 1px solid black; background-color: #e0e0e0; padding: 2px; margin-bottom: 5px;">Staff Assignments:</div> Does the Principal maintain a current and complete list of all authorized positions and their status?	Yes	
16.	Are all staff appropriately working and/or assigned within the education program?	Yes	
17.	Do all staff within the education program report to, and are under the Principal's supervision?	Yes	
18.	Is the Bridging Education Program Reception Center/General Population/Arts In Corrections fully staffed with supervisory, instructional and ancillary personnel?	Yes	
19.	Are Re-Entry Program instructors, class code 7581, assigned only to the Bridging Education Program (BEP)?	Yes	
20.	When Bridging Education Program vacancy occurs, is it immediately reclassified to class code 2290 Teacher, High School, General Education?	Yes	
21.	Has the Artist Facilitator been officially assigned to the Education Department?	Yes	
22.	Is there a system in place that is being utilized to ensure the tracking of inmates and their completed assignments during their transition from the Reception Center to the General Population Institution?	Yes	

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

23.	Has an individual been designated to be responsible for trouble-shooting the equipment and contacting Transforming Lives Network for needed support?	Yes	A Plant Operations Electronics Technician.
24.	When there is a modified program, class closure, etc., is a plan in place to continue to deliver education services and other required educational activities and is the plan always implemented?	Yes	
25.	Is the Assessment Office Assistant (OA) performing duties delineated in the Assessment OA duty statement?	Yes	
26.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Alternative Education Delivery Model (AEDM):</div> Is an approved Alternative Education Delivery Model Operational Procedure in place?	No	The latest revision to the Alternative Education Delivery Model Operational Procedure has not been signed. (June 2008 Revision)
27.	Are all of the Alternative Education Delivery Models being locally implemented at the institution in agreement with the California Correctional Peace Officers Association agreement and the institutional Operational Procedure per the Suzan Hubbard memo dated May 5, 2005?	No	The only half-time Education/Work model just ceased operations. All of the Alternative Education Delivery Model programs do not conform to the Operational Procedure requirement of being a closed entry/closed exit program.
28.	Are all Alternative Education Delivery Model positions filled?	No	The only half-time Education/Work model has recently ceased operations. The position was vacant on Thursday, June 19, 2008, during the first week of the audit. There is no Office of Correctional Education exclusion/grace period policy in place for vacancies.

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

29.	Do all Alternative Education Delivery Model faculties have the approved Alternative Education Delivery Model Duty Statement with required signatures?	No	Some Alternative Education Delivery Model faculty members did not have Alternative Education Delivery Model duty statements on file.
30.	Are Alternative Education Delivery Model inmate enrollments/assignments being made based on eligibility criteria of the enrollments/assignment as defined in the course descriptions and guidelines?	Yes	
31.	<ul style="list-style-type: none"> Are all Alternative Education Delivery Model Programs operating as full-time programs that meet the program-wide quotas? Are all approved Alternative Education Delivery Model faculty schedules posted? 	No	There is no half-time Education/Work program. The faculty schedules are on the institutional TV. The position was vacant on Thursday, June 19, 2008, during the first week of the audit. There is no Office of Correctional Education 90 day vacancy exclusion/grace period policy in place.
32.	<div style="border: 1px solid black; padding: 2px;">Gender Responsive Strategies:</div> <p>Has all education staff received Gender Responsive Strategies training provided by the Female Offender Programs (FOP) institutional administration?</p>	N/A	
33.	Are female inmates' vocational assignments being made based on the eligibility criteria of the vocational assignment as defined in the course descriptions and vocational guidelines?	N/A	
34.	<div style="border: 1px solid black; padding: 2px;">Certificates of Completion or Achievement:</div> <ul style="list-style-type: none"> Are Certificates of Vocational or Academic Completion being issued to those students earning them and recorded on a tracking system? Are Certificates of Achievement issued to those students who exit the program before the Certification of Completion is earned? 	Yes	

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

35.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Executive/Supervisory Assignments:</div> <p>Are documented staff meetings held regularly by Principal, Academic Vice Principal (AVP), and Vocational Vice Principal (VVP)? (monthly or more)</p>	Yes	
36.	Is the Principal a member of the Warden's Executive Staff?	Yes	
37.	Does all supervisory staff conduct and record classroom visitations and observations on a quarterly basis?	No	No documentation exists of classroom observations or visitations.
38.	<ul style="list-style-type: none"> Does the Academic Vice-Principal/Vocational Vice-Principal provide documented In-Service-Training and On-the-Job-Training? Are all probationary and annual performance evaluations currently due completed? 	No	Most academic Annual Performance Reviews were overdue or not present. The vocational Annual Performance Reviews are better but are not all complete.
39.	Are supervisors documenting contact with staff and inmates involved in the bridging program?	No	There is no documentation of contact with inmates involved in the Bridging Education Program. There are no written records/documentation of any supervisors having contact with students or the Bridging Education Program teacher. The teacher is on long term sick but the students are still active and there are no records of the supervisor contact with teacher or students prior to the teacher leaving on long term sick leave.
40.	Are Transforming Lives Network quarterly reports being submitted to Office of Correctional Education by the due dates of Oct. 10, January 10, April 10 and July 10?	Yes	

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

41.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Test of Adult Basic Education:</div> <ul style="list-style-type: none"> Is the Principal trouble shooting Test of Adult Basic Education score losses identified on the School Program Assessment Report Card (SPARC)? Is the principal implementing remedial changes to improve the scores? 	Yes	One teacher has been assigned to other duties that do not require Test of Adult Basic Education testing because of the SPARC results.
42.	Is there a 4.0 reading level report generated and distributed to appropriate staff?	Yes	
43.	Is a list of inmates who have a verified Learning Disability generated and distributed to appropriate staff?	Yes	
44.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Accreditation:</div> <p>Has the education program been accredited by Western Association of Schools and Colleges (WASC), or has the application for accreditation been submitted to Western Association of Schools and Colleges?</p>	Yes	
45.	<ul style="list-style-type: none"> Is there a continuing Western Association of Schools and Colleges process being followed by the school with the action plans being actively addressed in a timely manner? Is there a leadership team in place and do minutes substantiate regular meetings? 	Yes	
46.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Inmate Enrollment/Attendance:</div> <p>Do Academic, Vocational, Bridging Education Program, Enhanced Outpatient Program and Alternative Education Delivery Model enrollments meet the required program quotas (15:1, 27:1, 54:1, 120:1)?</p>	Yes	
47.	Has the Institution developed an eligibility list for assigning inmates to the Bridging Education Program?	Yes	

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

48.	Does the Principal maintain a copy of the current inmate assignment waiting list?	Yes	
49.	Is education staff attending Institution Classification Committee (ICC) meetings for input into the placement of inmates into education programs?	Yes	
50.	<div style="border: 1px solid black; padding: 2px;">Bridging Program:</div> <p>Has the teaching staff met with each inmate upon assignment to the Bridging Education Program?</p>	No	The teacher is on Long Term Sick Leave and therefore has not met with new inmate assignments to the program. There are no written records of services and student contact by other teachers. The use of a substitute, when available, would solve problem. There is no Office of Correctional Education exclusion/grace period policy if there is no teacher available.
51.	Are all Bridging Education Program eligible inmates receiving an education orientation packet upon arrival to the housing unit?	Yes	The new arrivals to FSP receive information about educational opportunities during their orientation.
52.	<div style="border: 1px solid black; padding: 2px;">Transforming Lives Network (TLN):</div> <p>Has the Transforming Lives Network satellite dish been installed and operational?</p>	Yes	
53.	Is the Literacy Coordinator (Academic Vice-Principal) designated as the Transforming Lives Network Coordinator?	Yes	
54.	Do the number of inmates being enrolled and the number completing Transforming Lives Network courses agree with the numbers reported to Office of Correctional Education?	Yes	

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

55.	Has Transforming Lives Network enrollment and completion data been tracked?	Yes	But it is not properly reported on the Education Monthly Report.
56.	<div style="border: 1px solid black; padding: 2px;">GED Testing/High School Credit:</div> <ul style="list-style-type: none"> Is there a High School credit program and General Educational Development (GED) Testing program that follows Office of Correctional Education and State requirements? Are High School Diplomas and GED Equivalency Certificates issued to qualified inmates? 	No	There is no High School required or general elective credits program for academic or vocational classes. However, General Education Development certificates and a few High School Diplomas have been issued in the past. This issue is continuing to be addressed by the Office of Correctional Education.
57.	<div style="border: 1px solid black; padding: 2px;">Inmate Education Advisory Committee:</div> <p>Is there an Inmate Education Advisory Committee established with regularly scheduled monthly meetings?</p>	Yes	
58.	<div style="border: 1px solid black; padding: 2px;">Education Files</div> <ul style="list-style-type: none"> Do all of the quarterly California Department of Corrections and Rehabilitation Form 128E and Form 154 (and/or other official student school transcripts) reports contain current and appropriate information that includes credits earned, course completions, etc.? Does the appropriate instructional staff sign all of the above reports? (Supervisory staff when instructional staff is not available.) Does supervisory staff (Academic Vice-Principal/Vocational Vice-Principal) review these reports? 	No	Not all California Department of Corrections and Rehabilitation Form 154 cards are up-to-date. None of the California Department of Corrections and Rehabilitation Form 154s contain credits earned and not all were initialed quarterly as required. Also not all files contained current California Department of Corrections and Rehabilitation Form 128Es.

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

59.	<ul style="list-style-type: none"> • Are Education Files with a copy of the Record of Inmate Achievement (California Department of Corrections and Rehabilitation Form 154) transferred to Central Records when a student leaves education, transfers or paroles? • Is there a copy of the Record of Inmate Achievement (California Department of Corrections and Rehabilitation Form 154 or High School Transcript) kept in the Education Office files in perpetuity? • Are Education Files prepared for all assigned inmates? • Are Bridging Education Program Education Files prepared for all assigned bridging students in the Reception Center and are they then transferred to the General Population receiving institution? 	No	No copies of the California Department of Corrections and Rehabilitation Form 154 or High School Transcripts are kept. Files are mailed to the appropriate institution or parole office rather than being taken to Central Records.
60.	If there are any contracted, Office of Correctional Education sponsored or special programs operating at the institution, have the teachers assigned to these programs received special/related training?	N/A	
61.	<div style="border: 1px solid black; padding: 2px;">Literacy:</div> <p>Are literacy programs available to at least 60% of the eligible prison population?</p>	Yes	
62.	Is there an active Site Literacy Committee that meets and documents quarterly meetings, and is it coordinated by the Principal or an Academic Vice-Principal?	Yes	
63.	Does the Site Literacy Committee discuss the Bridging Education Program as part of its quarterly meetings?	Yes	
64.	Is the institution utilizing at least two alternate resources to implement literacy services for inmates?	Yes	
65.	Is there an established procedure for placing students into any existing Learning Literacy (LLL) lab? (a federally or non-federally funded Computer Aided Instruction /Plato/Computer Lab)	Yes	Inmates are assigned based on their reading levels.

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

66.	Developmental Disability Program and Disability Placement Program: If this is a Developmental Disability Program and/or a Disability Placement Program site, does the principal have the required documentation that demonstrates adherence to the Court Remedial Plans and California Department of Corrections and Rehabilitation/Office of Correctional Education policies?	N/A	
67.	ESTELLE/Behavior Modification Programs: Is documentation available regarding the original operational intent/concept of the Estelle/Behavior Modification Unit Program and are there actual implementations of the program/programs?	N/A	
68.	Is there an Estelle/Behavior Modification Unit Program monitoring and tracking process in place to record student progress through achievement/progress, data collection, instructional methods, and curriculum?	N/A	
69.	Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) – Risk and Needs Assessment: Is there an approved Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) Risk and Needs Assessment Operational Procedure (OP)?	N/A	
70.	Are all Recidivism and Reduction Strategy (RRS) Assessment positions filled (part of Correctional Offender Management Profiling for Alternative Sanctions)?	N/A	
71.	Are all other designated assessment positions filled? Is there a designated supervisor over the Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) Risk and Needs Assessment Program?	N/A	

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

72.	Do all designated assessment staff have an individual Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) log-on code? Is the security of the code maintained?	N/A	
73.	Does the assessment staff maintain appropriate security of laptop and/or stand-alone computers utilized for the Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) Risk and Needs Assessment Program?	N/A	
74.	<div style="border: 1px solid black; padding: 2px;">Recidivism Reduction Strategies:</div> <ul style="list-style-type: none"> Is there a Recidivism Reduction Strategies expenditure tracking log maintained by the Principal for the purposes of identifying equipment or materials purchase or provided to the institution for assessments as identified in the Recidivism Reduction Strategies Budget Change Proposal (BCP)? Are inventories of Recidivism Reduction Strategies equipment maintained and current? 	No	There is no inventory maintained of Recidivism Reduction Strategies equipment.
75.	<div style="border: 1px solid black; padding: 2px;">Recidivism Reduction Strategies Enhanced Outpatient Program:</div> <p>Are all Enhanced Outpatient Program staff hired and in place?</p>	N/A	
76.	Does the Principal (via the Academic Vice-Principal) supervise the Enhanced Outpatient Program Teacher(s) in accordance with California Department of Corrections and Rehabilitation policy?	N/A	
77.	Have the Enhanced Outpatient Program Teacher(s) received training in performing the required duties as described in the Enhanced Outpatient Program Duty Statement?	N/A	

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

78.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Multi-Agency Re-entry Program (SB 618):</div> <p>Has the institution interviewed and hired for the Prison Case Manager positions as members of the Multi-Disciplinary team?</p>	N/A	
79.	<p>Are the four vocational programs referenced in Senate Bill 618 in place at the institution?</p>	N/A	
80.	<p>Has a documentation process been established to monitor inmate contact time as well as inmate growth and completion of program?</p>	N/A	
81.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Vocational-Recidivism Reduction Strategies</div> <p>Are all original vocational Recidivism Reduction Strategies (RRS) teacher positions filled and are all classrooms operating?</p>	N/A	
82.	<p>Are all Recidivism Reduction Strategies vocational classes at full enrollment?</p>	N/A	

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

NO.	INSTITUTION: FSP DATE: June 16-23, 2008 COMPLIANCE TEAM: John Jackson	Yes/No or N/A	COMMENTS
1.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Student Job Descriptions:</div> <p>Are all of the inmate students' job descriptions accurate, complete, signed, and available?</p>	No	Some of the teachers did not have signed and dated job descriptions.
2.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Student Records/Achievements:</div> <p>Do all the of classroom files reflect Test of Adult Basic Education scores that are being administered according to the quarterly testing matrix and that are not over six months old for students under the California Department of Corrections and Rehabilitation Literacy Plan criteria and Office of Correctional Education Test of Adult Basic Education testing requirements?</p>	No	Some of the teachers did not have Test of Adult Basic Education scores in the inmate folders. It appears as if all of the inmate clerks have access to inmate education folders.
3.	Are all of the California Department of Corrections and Rehabilitation Form 128E chronological reports, classroom records and timekeeping documents, current, accurate, and secure?	No	Some of the teachers did not have California Department of Corrections and Rehabilitation 128-E's in the student folders.
4.	Is 100% of the California Department of Corrections and Rehabilitation curriculum recording system in-use, accurate, and current?	No	The majority of the teachers did not have the current curriculum recording system in the student folders.
5.	Do 100% of the Permanent Class Record Cards (California Department of Corrections and Rehabilitation Form 151) reflect the minimum student contact time of 6.5 hours x-time or 8.5 hours of x-time for 4-10 programs for traditional classes?	Yes	The Pre-Release teacher is not maintaining inmate folders for those students who are assigned to the Pre-Release class.
6.	Are Certificates of Completion or Achievement being issued to those students earning them?	Yes	

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

7.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Instructional Expectations:</div> <p>Do all of the academic education classes have lesson plans that agree with the California Department of Corrections and Rehabilitation approved curriculum?</p>	Yes	
8.	<p>Are the required and/or elective credits in the academic subject being taught issued to inmates and recorded on the transcript?</p>	No	<p>None of the teachers are giving elective credits. There is no High School required or general elective credits program for academic or vocational classes. Credits are not being recorded in the California Department of Corrections 154 card that is the official transcript. The issuance of credits for inmate education work completed is continuing to be addressed by the Office of Correctional Education.</p>
9.	<p>Do all of the academic education classes have course outlines that agree with the California Department of Corrections and Rehabilitation approved curriculum?</p>	No	<p>Some of the teachers did not have course outlines, even though a course outline comes with the curriculum framework. However, there were two teachers who had exceptional course outlines. Also some of the teachers did not have the latest curriculum.</p>
10.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Bridging Education Program Instructional Expectations:</div> <p>Is each teacher utilizing the established curriculum for Bridging Education Program and does each teacher have a copy of the curriculum?</p>	Yes	

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

11.	Are the Test of Adult Basic Education and Comprehensive Adult Student Assessment System being Administered to Bridging Students? Are other assessments being used to assess the inmate job skills?	No	Currently the Arts in Corrections facilitator is not giving the Test of Adult Basic Education test to those inmates who participate in the Arts in Corrections program; however he is giving the inmates the California Adult Student Assessment System test.
12.	Does Bridging Education Program teacher utilize the proper Permanent Class Record Card (California Department of Corrections and Rehabilitation Form 151) that is up to date and accurate?	Yes	
13.	Has the Bridging Education Program teacher developed a written weekly schedule to include student programs and contacts?	Yes	
14.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Test of Adult Basic Education Testing Coordinator:</div> Are gain/loss reports (School Progress Assessment Report Card) and the Test of Adult Basic Education sub-test reports reviewed/shared with the education supervisors?	Yes	The Test of Adult Basic Education Coordinator gives the report to the principals and the supervisors for review and they appraise the teachers of the results.
15.	Do the Test of Adult Basic Education Coordinator and at least two others have access to a California Department of Corrections and Rehabilitation email address and user account?	No	The Test of Adult Basic Education Coordinator is in the process of receiving his own e-mail account. The Test of Adult Basic Education Coordinator does not have a user account in accordance with the Office of Correctional Education Test of Adult Basic Education requirements. The vice-principals and principal have user accounts.

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

16.	Does the Test of Adult Basic Education Coordinator have the most recent Test of Adult Basic Education database (within a week)?	Yes	The Test of Adult Basic Education Coordinator uploads the database weekly and then downloads it to the Test of Adult Basic Education computer.
17.	Are Test of Adult Basic Education testing protocols signed by current staff?	No	The Test of Adult Basic Education Coordinator did not have a signed copy. He indicated that the supervisor would have a copy. The audit team advised the coordinator that he needed to have a copy of the signed testing protocols in his Test of Adult Basic Education binder.
18.	Are the Test of Adult Basic Education testing materials secured in a locked cabinet (mandatory standards)?	Yes	
19.	Is a master inventory of Test of Adult Basic Education test booklets and answer sheets maintained by the testing coordinator?	No	The Test of Adult Basic Education Coordinator is in the process of working on a computerized inventory list. Currently he uses a manual system of current inventory. The master inventory needs to reflect all test materials, their location and status.
20.	Is the Test of Adult Basic Education binder current and up-to-date with memos, purchase orders and instructions?	No	The Test of Adult Basic Education Coordinator was unable to locate the binder at the time of the compliance review. The binder was located the next day. It was not current or complete. It is necessary for the Test of Adult Basic Education Coordinator to be aware of the current requirements, instructions, etc.
21.	Is the Test of Adult Basic Education locator test being used when needed to determine which level appropriate Test of Adult Basic Education test to administer?	Yes	

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

22.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Teacher-Test of Adult Basic Education Testing</div> <p>Are teachers testing within ten days of the student's initial entry into the classroom, as well as quarterly testing based on the Test of Adult Basic Education matrix?</p>	Yes	The inmates are being tested; however, each teacher is not testing his/her inmates. They have a communal testing system in place, whereby one teacher will do group testing of inmates from other teachers. The Test of Adult Basic Education matrix requires that each teacher test his/her own students.
23.	Are the Test of Adult Basic Education tests administered according to the testing matrix?	Yes	
24.	Is the Test of Adult Basic Education locator being used when needed to determine which level appropriate Test of Adult Basic Education test to administer?	No	Some of the teachers are not using the locator test.
25.	Are teachers using Test of Adult Basic Education pre-post subtest diagnostic reports for student needs assessment and are they reviewing test scores with inmates?	Yes	
26.	Are teachers using the Test of Adult Basic Education pre-post diagnostic subtest test results as a diagnostic tool for individualized instruction and troubleshooting Test of Adult Basic Education score losses in their classes?	Yes	
27.	Are current Test of Adult Basic Education subtests placed in student's file?	Yes	A few of the Test of Adult Basic Education test scores were over six months old.

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

28.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Alternative Education Delivery Models:</div> <p>Are Alternative Education Delivery Model Open Line schedules with dates and times posted in public areas for inmate access to educational services during off work hours?</p>	No	Most of the teachers are not assigning study packets that are aligned with the California Department of Corrections and Rehabilitation curriculum during lock downs. Also, they are not picking them up, grading them and giving the inmates credit. A small number of the teachers stated that they were delivering packets; others stated that they were told not to deliver packets.
29.	Are the Television Specialist and Distance Learning Study Teacher developing a Distance Learning Study Channel schedule of courses, with dates and times, posted in public areas for inmates to review and complete their assignments?	No	The auditor expressly asked the Television Specialist this question and was told that this is planned to be implemented in the fall.
30.	Does the Television Specialist plan, supplement and implement electronic educational coursework with the Distance Learning teacher, utilizing Transforming Lives Network and airing educational programs, such as Kentucky Educational TV General Education Development series on a weekly basis?	No	The auditor expressly asked the Television Specialist this question and was told that this is planned to be implemented in the fall.
31.	Are teachers awarding inmates certificates for achievement/completion in Alternative Education Delivery Model programs?	Yes	Inmates who pass their General Education Development test receive certificates of completion.
32.	Do all of the Education/Independent Study (half-time) classes have current course outlines and lesson plans that agree with the Office of Correctional Education approved curriculum?	Yes	In the half-time program inmates are in the class room 6.5 hours every other day.

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

33.	Do all of the Education/Work Program (half-time) classes have current course outlines and lesson plans that agree with the Office of Correctional Education approved curriculum?	No	The classes were using the California Department of Corrections and Rehabilitation approved curriculum course outlines and lesson plans, but the class was recently closed due to teacher retirement. There is no policy addressing exclusion when there is no teacher available.
34.	Do all of the Distance Learning classes have current course outlines and lesson plans that agree with the Office of Correctional Education approved curriculum?	No	The Distance Learning teacher's primary duty is college coordinating. Since OCE has not funded a college coordinator position this program is out of compliance. The primary focus of the Distance Learning teachers statewide is to provide education services to inmates with Office of Correctional Education approved classes, such as ABE I, II, III, GED and High School. The College program should be secondary.
35.	Do all of the Independent Study classes have current course outlines and lesson plans that agree with the Office of Correctional Education approved curriculum?	Yes	
36.	<ul style="list-style-type: none"> Are teachers testing inmates within ten days of being enrolled or assigned to an Alternative Education Delivery Model program? Are the inmates' Test of Adult Basic Education subtest results analyzed by the teacher for appropriate Alternative Education Delivery Model lesson/class placement? 	No	Some of the inmates are being tested, others are not. Some inmates who are assigned to non-education programs are pulled out of their job assignments and taught in two-hour time blocks.
37.	<ul style="list-style-type: none"> Is the Alternative Education Delivery Model current enrolled/assigned inmate roster consistently kept updated? Is it given to the Vice-Principal and Principal on at least a weekly basis? 	Yes	

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

38.	Are students' gains being recorded and tracked?	Yes	
39.	Gender Responsive Strategies: Do all of the academic life skills classes have current course outlines that agree with the Office of Correctional Education/Gender Responsive Strategies (GRS) approved curriculum, i.e.? Women's Conflict and Anger Lifelong Management (W-CALM) (Feb. 2007), Women's Health (July 2007), Women's Parenting (January 2008) Women's Victims (July 2008)?	N/A	
40.	Do all of the academic life skills classes have current lesson plans that agree with the Office of Correctional Education/Gender Responsive Strategies approved curriculum?	N/A	
41.	ESTELLE and Behavior Modification Unit programs: Is there an effective system in place to track monthly attendance, reporting, and evaluation of assigned inmates, their performance; and participation that allows a clear over-all rating of progress of each student in the Behavior Modification Unit/ESTELLE program?	N/A	
42.	Is there a tracking and evaluation process to determine inmate progress on the Behavior Modification Unit curriculum competencies including Conflict and Anger Lifelong Management and is documentation provided to the Unit Classification Committee every 30 days detailing how the inmates assigned to the Behavior Modification Unit program are performing?	N/A	

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

43.	<ul style="list-style-type: none"> Do ESTELLE students have access to computers as required in the framework of the program for training? Does the teacher have Test of Adult Basic Education scores on all of the students in the program? 	N/A	
44.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) – Risk and Needs Assessment: </div> <p>Are assessment teachers conducting assessments on eligible inmates as defined by the current Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) Operations Manual?</p>	N/A	
45.	Does assessment staff utilize the current standardized Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) Tracking Form?	N/A	
46.	Are the Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) questionnaires shredded daily in accordance with the confidential document procedure?	N/A	
47.	Are assessment interviews conducted in a semi-private environment?	N/A	
48.	Is appropriate assistance provided to inmates during participation in the Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) assessment interview in accordance with departmental policies regarding Effective Communication, the Clark Remedial Plan, and Armstrong mandates?	N/A	

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

49.	<div style="border: 1px solid black; background-color: #f2f2f2; padding: 2px; margin-bottom: 5px;">Security and Order:</div> <p>Are personal alarms issued to teachers and do they wear whistles and the personal alarms on their person?</p>	Yes	
50.	<p>Are exits clearly marked and emergency evacuation plans posted in accordance with the institution's emergency evacuation plan?</p>	Yes	
51.	<div style="border: 1px solid black; background-color: #f2f2f2; padding: 2px; margin-bottom: 5px;">Pre-Release</div> <p>Does the Pre-Release curriculum contain Life Skills; Communication Skills; Attitude and Self-Esteem; Money Management; Community Resources; Job Application Training; Department of Motor Vehicles Practice Test; and Parole Services?</p>	Yes	
52.	<p>Do all of the Pre Release lesson plans contain the objective, handouts, and methods for student evaluation?</p>	Yes	
53.	<p>Is the Pre-Release teacher receiving appropriate institutional and Parole and Community Services Division (P&CSD) staff support?</p>	Yes	
54.	<p>Is the Pre-Release curriculum recording system in-use, accurate, and current and are copies of monthly records maintained?</p>	No	<p>The Pre-Release teacher did not have the curriculum recording system in place, nor was he maintaining inmate folders on those inmates who were participating in the Pre-Release program.</p>
55.	<p>Does the Pre-Release instructor use a variety of teaching methodologies and allow for differentiation of instruction to meet individual learners' needs?</p>	Yes	
56.	<p>Is the Pre-Release class a full-time program (four days/8.5 hours or five days/6.5 hours)? If no, is there an exemption on file?</p>	Yes	

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

57.	Are all of California Department of Corrections and Rehabilitation Form 128Es (that are used to record all education participation including course completions) and classroom records current and accurate and reflect a full-quota student enrollment?	Yes	
58.	Does the Pre-release Teacher use the Framework for Breaking Barriers?	Yes	
59.	Does the Pre-release teacher provide the Office of Correctional Education with monthly Pre-release Program reports on time and maintain copies of those monthly Pre-release program reports?	Yes	
60.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> Recidivism Reduction Strategies Enhanced Outpatient Program: </div> Is the Enhanced Outpatient Program Teacher a participating member of the Interdisciplinary Treatment Team (IDTT) meetings?	N/A	
61.	Is there a current roster of Enhanced Outpatient Program inmates determined eligible by Interdisciplinary Treatment Team (IDTT) and the Enhanced Outpatient Program teacher to receive education services?	N/A	
62.	Is the required student assessment for development of the Individualized Treatment and Education Plan completed in accordance with the Enhanced Outpatient Program assessment guidelines timelines?	N/A	
63.	Is there documentation of the education services provided to Enhanced Outpatient Program inmates?	N/A	

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

64.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Transforming Lives Network Program:</div> <p>Are alternate modalities available for use within the housing units for the Distance Learning program? For example, video, Transforming Lives Network, institutional television, visual worksheets, etc.?</p>	Yes	Only the Transforming Lives Network portion of the process is being done. The Principal reports that there is a teacher who schedules video presentations to classroom/library and any other available space. Students are able to access these presentations by requesting a ducat to attend the presentation at which time they receive their visual worksheets and teacher/inmate teacher assistant support.
65.	Is the television specialist recording Transforming Lives Network broadcasting and archiving copies for re-broadcast and individual teacher access?	No	This is scheduled to take place in the fall or early in 2009.
66.	Is the television specialist setting up a broadcast schedule for the school and distributing that schedule to the school faculty?	No	The auditor expressly asked the Television Specialist this question and was told that this is planned to be implemented in the fall or early in 2009.
67.	Are school faculty members given the opportunity to provide input into the broadcast schedule?	Yes	
68.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Recreation/Physical Education (P.E.):</div> <p>Is there a current and comprehensive activity schedule for the Recreation and/or Physical Education Program?</p>	Yes	
69.	Does the Physical Education teacher follow the California Department of Corrections and Rehabilitation approved selection process for movies?	No	The Physical Education teacher is not involved in the movie selection process. This is in violation of the Department Operations Manual revision dated July 1, 2003, and signed by David Tristan.

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

70.	Does the Physical Education teacher have sign-up sheets, team rosters, or other evidence of inmate participation in sports and health education activities?	Yes	
71.	Is California Department of Corrections and Rehabilitation-approved State frameworks curriculum being used and are course outlines present?	Yes	
72.	Are health education, physical fitness training and recreational activities being provided to the Special Needs populations?	Yes	
73.	Does the Physical Education teacher have a system in place to ensure accountability for state property including sports equipment, clothing and supplies?	Yes	
74.	Are there sufficient supplies, such as board games and sports equipment, to ensure a viable Physical Education program?	Yes	Initially there was a funding problem.
75.	Are time-keeping records (California Department of Corrections and Rehabilitation Form 1697) on inmates assigned to work for the Physical Education teacher being kept?	Yes	
76.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> Recidivism Reduction Strategies (Physical Education): </div> Are health education, physical fitness training and recreational activities being provided to the geriatric population (age 55 and over)?	Yes	There are activities scheduled for the 55 years-old and over inmate population.
77.	Have the funds for the Recidivism Reduction Strategies funds for the geriatric population been expended for the geriatric population?	Yes	These funds were expended.

COMPLIANCE REVIEW FINDINGS

VOCATIONAL EDUCATION SECTION

NO.	INSTITUTION: FSP DATE: June 16-23, 2008 COMPLIANCE TEAM: Beverly Penland	Yes/No or N/A	COMMENTS
1.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Student Job Description:</div> <p>Are all of the inmate students' job descriptions accurate, complete, signed, and available?</p>	Yes	
2.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Student Records/Achievements:</div> <p>Do all of classroom files reflect Test of Adult Basic Education scores that are not over six months old for students under the California Department of Corrections and Rehabilitation Literacy Plan and Office of Correctional Education Test of Adult Basic Education testing criteria?</p>	No	<p>Several files did not have current Test of Adult Basic Education scores. Some files had no Test of Adult Basic Education test scores for students who had been in the class for over 6 months. Some files had a chronological report verifying a General Education Development Certificate or High School Diploma but no Test of Adult Basic Education score to verify exempt status. Several of the teachers indicated that they had just completed Test of Adult Basic Education testing on some of their students but those scores were not yet filed.</p>
3.	<p>Are all of the California Department of Corrections and Rehabilitation Form 128E chronological reports, classroom records and timekeeping documents, current, accurate, and secure?</p>	No	<p>Several of the programs did not have current 128E reports in the student files. Several were two quarters behind while other files had no 128E reports. The time keeping documents were secured but do not always reflect "S" time for delays in receiving their students.</p>
4.	<p>Is the curriculum recording system in-use, accurate, and current?</p>	Yes	

COMPLIANCE REVIEW FINDINGS

VOCATIONAL EDUCATION SECTION

5.	Does the Permanent Class Record Card (California Department of Corrections and Rehabilitation Form 151) reflect the minimum student contact time of 6.5 hours x-time or 8.5 hours of x-time (on full days) for 4-10 programs?	No	The Permanent Class Record form does not always indicate "S" time for the delays in receiving their students. Students often arrive late to class due a variety of reasons, including lack of custody to process students, late feeding, etc.
6.	Are elective credits in the designated vocational subject being issued to students and recorded on their transcript in the education file?	No	Teachers were all aware that this should be done. They are awaiting clarification on when it is appropriate to issue a credit and what is required for the student to earn a credit.
7.	Are Trade/Industry Certifications being issued and recorded to those students earning them?	No	Several teachers have not received training/certification to be able to issue certifications. Training has been requested to the Office of Correctional Education for their staff. One teacher needs the National Center for Construction Education and Research training, one teacher the C-Tech training and all of the Office Service teachers need the Microsoft certification training along with the test computer and software. It is recommended that this issue be resolved by the Office of Correctional Education.
8.	Are Certificates of Completion or Achievement as appropriate being issued and recorded for those students earning them?	Yes	Some of the teachers were a little unsure of when each certification was issued. It was suggested that the supervisors review with the staff when it is appropriate that these certifications be issued.

COMPLIANCE REVIEW FINDINGS

VOCATIONAL EDUCATION SECTION

9.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Instructional Expectations:</div> <p>Do all of the vocational education classes have course outlines that agree with the California Department of Corrections and Rehabilitation curriculum?</p>	No	Some of the classes had no course outlines. The Office Services and Related Technology classes and one of the landscaping classes had very good examples. It was suggested they could share their outlines as examples.
10.	Do all of the vocational education classes have lesson plans that agree with the California Department of Corrections and Rehabilitation curriculum?	Yes	Several of the programs were in the process of up-dating or adding to their lesson plans.
11.	Have the Literacy Implementation Plan sections (applicable to Vocational Education) been incorporated through a core set of literacy materials into the instructional plan and do lesson plans verify this?	No	A couple of the teachers have no literacy plan. However, several of the teachers had a very good form to document each student's literacy assignments.
12.	Are Vocational Instructors conducting and documenting at least four hours of approved related formal classroom training each week for all inmate students?	No	Some of the teachers are not documenting their related formal classroom training. Most of the teachers, however, do document and conduct classroom training.
13.	Are all of the vocational programs that have a nationally recognized certification programs participating in that program?	No	Several teachers have not received training/certification to be able to issue certifications. Training has been requested to the Office of Correctional Education for their staff. One teacher needs the National Center for Construction Education and Research training, one teacher the C-Tech training and all of the Office Service teachers need the Microsoft certification training along with the test computer and software. It is recommended that this issue be resolved by the Office of Correctional Education.

COMPLIANCE REVIEW FINDINGS

VOCATIONAL EDUCATION SECTION

14.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Recidivism Reduction Strategies:</div> <p>Are the Recidivism Reduction Strategies programs issuing trade certifications and/or National Center for Construction Education and Research (NCCER) certifications?</p>	N/A	
15.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">National Center for Construction Education and Research:</div> <p>Are all the National Center for Construction Education and Research (NCCER) accreditation guidelines for Standardized Training being used?</p>	Yes	
16.	<p>Are the Building Construction Trades using the Contren Learning Series text books as the primary classroom text book?</p>	Yes	
17.	<p>Do all of the National Center for Construction Education and Research instructors have the resources needed to effectively teach the related trades?</p>	Yes	
18.	<p>Are all of the building trade instructors currently National Center for Construction Education and Research Certified Instructors and have attended the Instructor Certification Training Program (ICTP)?</p>	No	<p>One of the teachers has not attended the Instructor Certification Training Program. A request for training has been sent to the Office of Correctional Education. It is recommended that this issue be resolved by the Office of Correctional Education.</p>
19.	<p>Are all of the craft instructors maintaining and conducting record keeping as outlined in the National Center for Construction Education and Research Accreditation Guidelines?</p>	Yes	
20.	<p>Are all of the instructors maintaining the confidentiality and maintain restricted access to inmate social security numbers used on the National Center for Construction Education and Research Form 200's?</p>	Yes	

COMPLIANCE REVIEW FINDINGS

VOCATIONAL EDUCATION SECTION

21.	Are all of the written National Center for Construction Education and Research tests, National Center for Construction Education and Research test CD-ROMs and National Center for Construction Education and Research answer keys maintained in a secure locked location with an inventory of the tests on hand?	Yes	
22.	Are all of the students evaluated based on a 70% minimum passing score on National Center for Construction Education and Research written examinations?	Yes	
23.	Are those students that fail a National Center for Construction Education and Research written test or practical exam required to wait a minimum of 48 hours prior to being retested?	Yes	
24.	Are 90% or more of the students completing the first six National Center for Construction Education and Research CORE Modules prior to starting the Level 1 for the trade?	Yes	
25.	Are all National Center for Construction Education and Research performance evaluations conducted for each module and a record of the Performance Profile Sheet maintained?	Yes	
26.	Upon successful completion of the National Center for Construction Education and Research written and performance evaluation, is the instructor documenting and submitting the Form 200 to the Unit Training Representative (UTR) for signature and forwarding to Office of Correctional Education within 60 days?	Yes	
27.	Are all of the instructors accepting National Center for Construction Education and Research Modules and Completion Certifications issued prior to students being assigned to the vocational class?	Yes	A couple of the teachers indicated they have received student with the core from another program and it has worked out well.

COMPLIANCE REVIEW FINDINGS

VOCATIONAL EDUCATION SECTION

28.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Test of Adult Basic Education Testing</div> <p>Are teachers testing within ten days of the student's initial entry into the classroom, as well as quarterly testing based on the Test of Adult Basic Education matrix?</p>	No	The Test of Adult Basic Education test is not always administered within the 10 day time frame. They sometimes wait till they have several new students to test or wait till one teacher can test all the new students.
29.	Are the Test of Adult Basic Education tests administered according to the testing matrix?	Yes	The teachers indicated they received a list from the Test of Adult Basic Education coordinator as to who should be tested.
30.	Is the Test of Adult Basic Education locator being used, when needed, to determine which level appropriate Test of Adult Basic Education test to administer?	Yes	
31.	Are teachers using Test of Adult Basic Education pre-post subtest diagnostic reports for student needs assessment and are they reviewing test scores with inmates?	Yes	
32.	Are teachers using the Test of Adult Basic Education test results as a diagnostic tool for individualized instruction and trouble shooting Test of Adult Basic Education score losses in their classes?	Yes	
33.	Are current Test of Adult Basic Education subtests placed in student's file?	No	Not all files had a subtest report for the Test of Adult Basic Education. The teachers indicate they are now receiving the subtest report when they receive the chronological report of Test of Adult Basic Education scores.

COMPLIANCE REVIEW FINDINGS

VOCATIONAL EDUCATION SECTION

34.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Gender Responsive Strategies:</div> <p>Do all or more of the Gender Responsive Strategies (GRS) vocational classes have current course outlines that agree with the Office of Correctional Education/Gender Responsive Strategies approved curriculum, i.e. Cosmetology, Mill & Cabinet, Cable Technician, etc.?</p>	N/A	
35.	<p>Do all or more of the vocational classes have current lesson plans that agree with the Office of Correctional Education/Gender Responsive Strategies approved curriculum?</p>	N/A	
36.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Security and Order:</div> <p>Are personal alarms issued by institution to instructors and do they wear a whistle and the personal alarms on their person?</p>	Yes	
37.	<p>Are exits clearly marked and emergency evacuation plans posted in accordance with the institution's emergency evacuation plan?</p>	Yes	
38.	<p>Is there an Inmate Safety Committee that conducts and records weekly safety inspections?</p>	No	A couple of programs had not developed or established an Inmate Safety Committee or an inspection sheet.
39.	<p>Is at least one hour per month of safety meetings being held and documented?</p>	No	A couple of programs indicated that safety is imbedded in their program. They need to document what safety procedures or topic was discussed.

COMPLIANCE REVIEW FINDINGS

VOCATIONAL EDUCATION SECTION

40.	Trade Advisory Committee: Does the instructor have a documented Trade Advisory Committee that meets at least quarterly?	No	A couple of the teachers indicated they can not go to meetings or close their programs and had not maintained their Trade Advisory Committee (TAC). Some teachers indicated they were developing their committees. The teachers were advised to document phone contacts with their trade advisory members or new contacts. No written documentation maintained. It is recommended that the Office of Correctional Education resolve TAC meetings issue in relation to the new teacher school calendar.
41.	Job Market Analysis: Is a current Employment Development Department Job Market Analysis and/or institutional Job Market Survey on file?	No	One of the teachers could not find his copy of the Employment Development Job Market Analysis survey even before the compliance review members left.
42.	Apprenticeship: Is there an active Apprenticeship Training Program?	Yes	Most of the apprenticeship Training programs are strictly in-house programs and are not tied to a union, company or employer group.
43.	If there is an active Apprenticeship Training Program, do inmates meet apprenticeship requirements and receive pay?	Yes	
44.	Does the instructor have a documented active Joint Apprenticeship Committee that meets at least quarterly within the institution?	Yes	

COMPLIANCE REVIEW FINDINGS

VOCATIONAL EDUCATION SECTION

45.	<div data-bbox="159 247 906 296" data-label="Section-Header"> Employee and Community Services Programs. </div> <p>If vocational education programs are participating in Employee Services Programs, are they meeting Department Operation Manual and Penal Code requirements?</p>	N/A	
46.	<p>If vocational education programs are participating in community service projects, are they meeting Department Operation Manual requirements?</p>	Yes	

COMPLIANCE REVIEW FINDINGS

LIBRARY/LAW LIBRARY SECTION

NO.	INSTITUTION: FSP DATE: June 18, 2008 COMPLIANCE TEAM: Jan Stuter	Yes/No or N/A	COMMENTS
1.	<div style="border: 1px solid black; padding: 2px;">Library Staffing:</div> <ul style="list-style-type: none"> Does the Principal, Academic Vice-Principal, or Vocational Vice-Principal supervise the library staff? Does the Senior Librarian implement/plan the library program? 	Yes	Academic Vice-Principal Maria Reinhardt supervises the library staff.
2.	<div style="border: 1px solid black; padding: 2px;">Department Operations Manual and Department Operations Manual Supplement:</div> <ul style="list-style-type: none"> Is the current Department Operations Manual, Section 53060 available in the main libraries and satellite libraries? Is there a Department Operations Manual library supplement that is brief, and contains no new policies and/or regulations unless they are court-ordered and does the Department Operations Manual supplement reflect the current, actual local library program? 	Yes	Department Operations Manual Library Supplement is dated April 5, 2007.
3.	<div style="border: 1px solid black; padding: 2px;">General Population (GP) Access Hours:</div> <ul style="list-style-type: none"> Are library hours of operation posted where General Population inmates can see them, and do General Population inmates have access to the library during off work hours? Do General Population inmates have regular access to non-legal library services? 	Yes	
4.	<div style="border: 1px solid black; padding: 2px;">General Population/Law Library Documentation:</div> <ul style="list-style-type: none"> Is there documentation of General Population inmates' access to law library for a minimum of two hours within seven calendar days of their request for legal use? Is there a list showing inmates who request legal access, and those who received access? 	Yes	Library has two sets of documentation records – one includes “sign-out”, the other does not. The Senior Librarian said he would make sure he only uses the records with the “sign-out” column. The others should be destroyed.

COMPLIANCE REVIEW FINDINGS

LIBRARY/LAW LIBRARY SECTION

5.	Restricted Housing Status Inmate Access: <ul style="list-style-type: none"> • If there are Restricted Housing inmates in the institution, is there a Department Operations Manual supplement relating to their use of the library? • Is there a method for Restricted Housing inmates to request physical access to the law library which includes a list showing Restricted Housing inmates requests for access and inmates who actually used the library and is access granted for a minimum of one two-hour block of time if needed by the inmate, within seven calendar days of a request? 	Yes	The General Library only has four Administrative Segregation cages. Only 8 Administrative Segregation inmates can be served on a Saturday; 8 more on Sunday – those are the Administrative Segregation days.
6.	Restricted Housing Status Non-Legal Library Services: <p>Do Restricted Housing inmates receive general library services?</p>	Yes	The Senior Librarian sends them boxes of discarded paperbacks on a regular basis. There is no easy way established to supply them specific titles that they may request although it can be done.
7.	Library Expenditures: <ul style="list-style-type: none"> • Are library funds spent for magazines/newspaper subscriptions, fiction and nonfiction books, supplies, processing, repair, and interlibrary loan fees? • If other items are purchased, are they for library use? 	Yes	There is currently no outside Inter-Library Loan source that FSP has contracted with. All items purchased are for library use.
8.	Inmate Welfare Funds (IWF) Expenditure: <p>Are Inmate Welfare Funds used to purchase newspapers, magazines, and paperback fiction books, etc.?</p>	Yes	\$1421 of Inmate Welfare Funds were used to purchase library materials this fiscal year.

COMPLIANCE REVIEW FINDINGS

LIBRARY/LAW LIBRARY SECTION

9.	Law Library Expenditure: <ul style="list-style-type: none"> Does the Senior Librarian understand the process associated with receiving the mandated law discs/books through the warehouse or mail room? Are the Stock Received Reports completed and submitted to the Regional Accounting Office? 	Yes	The Librarian contends that only the warehouse can submit Stock Received Reports to the Regional Accounting Offices.
10.	<ul style="list-style-type: none"> Are all received mandated law books and discs made available to inmates in a timely manner? Are the discs timely loaded on the Law Library Electronic Data System computer? Are the law books shelved promptly? 	Yes	
11.	<ul style="list-style-type: none"> Are law library discs checked in by the Associate Information Specialist Analyst? If not, who checks them? 	Yes	
12.	Does the librarian know what steps to take if a mandated law library book or disc is not received when it should be?	Yes	The Librarian was reminded that Ms. Zamora is to receive Office of Correctional Education copies of Stock Received Reports.
13.	Library Book Stock - Quality, Part I: <ul style="list-style-type: none"> Within the entire institution's libraries, is there at least one encyclopedia with a copyright date within the last five years and one unabridged dictionary (no older than five years?) Does the library program have at least three directories relevant to the questions asked by the population served? 	Yes	Britannica Encyclopedia, Webster's Unabridged Dictionary (several copies), a multitude of up-to-date directories on jobs, schools etc.
14.	Library Book Stock - Quality, Part II: <p>Does each library in the institution have a current world almanac, an atlas that is no more than three years old, an English language dictionary that is no more than five years old, and a Spanish and English dictionary that is no more than ten years old?</p>	Yes	The collection is particularly rich in new dictionaries for a variety of languages and a variety of new atlases kept in the Senior Librarian's office. Older titles in these areas are on the open shelves for check out.

COMPLIANCE REVIEW FINDINGS

LIBRARY/LAW LIBRARY SECTION

15	Library Book Stock - Quality, Part III: <ul style="list-style-type: none"> Does each library regularly inspect the physical condition of their books? Does the library program have a book repair procedure 	Yes	A library book press is even available.
16	Library Book Stock - Quality, Educational Support, Literacy, Multi-Ethnicity: <p>Does each library in the institution have at least one textbook and two supplemental titles which have copyright dates not more than ten years old representing each vocational and academic program in the institution, a minimum of 100 titles representing high interest/low level reading books, a minimum of 250 multi-ethnic titles, including but not limited to Black American, Asian-American, Hispanic-American (including Spanish language) and Native American materials?</p>	No	The Library has a good variety of textbooks and supplemental titles and a strong multi-ethnic collection. But high interest/low level reading titles are not available. A literacy program with workbooks is maintained in a cabinet in the library but there were no identifiable hi/low reading books in the collection. The Principal Librarian will assist FSP in locating appropriate titles this summer when a basic list of adult interest low level reading titles is developed.
17	Library Book Stock - User Orientation: <ul style="list-style-type: none"> Are book collections designed to meet the needs and interests of the inmate population served? Does the librarian regularly meet with an inmate library advisory group, and does the library maintain a suggestion box? 	Yes	

COMPLIANCE REVIEW FINDINGS

LIBRARY/LAW LIBRARY SECTION

18	<div>Library Book Stock - Quantity: (Department Operations Manual Book Aug)</div> <ul style="list-style-type: none"> Does the current library collection contain the number of fiction and nonfiction books mandated by California Department of Corrections and Rehabilitation? Does this include any new books purchased through Recidivism Reduction Strategies (RRS) funding? 	No	For a population of approximately 4200 inmates, the library reported 9060 fiction titles and 5982 non-fiction titles. This includes first year Recidivism Reduction Strategies books. Formula amounts are: 16170 fiction titles; 11550 non-fiction titles; the library collection is short 7110 fiction titles and 5568 non-fiction titles. The library has a little more than half of what it should have. It is recommended that a spending and donation plan be developed to increase the numbers with meaningful purchases, setting yearly goals.
19	Have all books purchased through the Recidivism Reduction Strategies funds been received, shelved, and inmate use tracked?	Yes	First year Recidivism Reduction Strategies fund books have been processed into the collection; 2 nd year funds are in process. The delay not due to the facility.
20	<div>Book Access:</div> <ul style="list-style-type: none"> Is there a card catalog or equivalent system that inmates can use to find a book by title, author, or subject matter? Can inmates request books that are not in the library collection? 	Yes	Inmates request new titles via suggestion sheets.
21	<div>Circulation:</div> <p>Is there an adequate library book checkout system in place and an adequate overdue system in use?</p>	Yes	

COMPLIANCE REVIEW FINDINGS

LIBRARY/LAW LIBRARY SECTION

22 ·	<div style="border: 1px solid black; padding: 2px;">Mandated Law Library/California Code of Regulations, Department Operations Manual</div> <ul style="list-style-type: none"> • Are the Gilmore v. Lynch mandated law books up to date? • Does the library collection have the most current California Code of Regulations/Title 15 in English and Spanish? • Is there a method of displaying proposed and actual revisions of California Code of Regulations/Title 15 for the inmate population, and does each library have a complete up-to-date Department Operations Manual? • Are all the Law Library Electronic Data System computers up-to-date and operating in each library? 	Yes	
23 ·	<div style="border: 1px solid black; padding: 2px;">Law Library - American Disability Act (ADA):</div> <p>Are American Disability Act mandatory postings present in the library?</p>	Yes	
24 ·	<div style="border: 1px solid black; padding: 2px;">Circulating Law Library:</div> <p>Is a procedure for accessing the Circulating Law Library in place?</p>	No	The Office of Correctional Education is looking for a way to restore this access. It is recommended that the Office of Correctional Education resolve this issue.
25 ·	<div style="border: 1px solid black; padding: 2px;">Court Deadlines:</div> <p>Are court deadlines verified, and is there documentation that inmates with established court deadlines have priority access to the library?</p>	Yes	
26 ·	<div style="border: 1px solid black; padding: 2px;">Law Library Forms and Supplies:</div> <p>Do inmates have access to court required forms; are required legal supplies adequate and available; are procedures to distribute forms and supplies appropriate; and do all law libraries follow the same law library procedures?</p>	Yes	

COMPLIANCE REVIEW FINDINGS

LIBRARY/LAW LIBRARY SECTION

27 .	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">General Library Forms and Supplies:</div> <p>Are adequate supplies available to process library materials, and are there standardized forms for library procedures that are used by all the libraries in the institution?</p>	Yes	
28 .	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Inmate Clerk Training:</div> <ul style="list-style-type: none"> • Do inmate library/law library clerks receive documented training? Are training records maintained for each inmate employee? • Do inmate clerks receive training on a regular basis in law library and general library processes? 	No	Regular training was stopped because of a suit by an inmate clerk who wanted his certificate to be signed by a special individual. The librarian claims that work assignment sheets show inmates know what they are doing. It is strongly suggested that a new training program be established by the library.
29 .	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Security and Order:</div> <ul style="list-style-type: none"> • Are personal alarms issued by institution to library staff; does library staff wear a whistle and the issued personal alarms? • Are exits clearly marked and evacuation plans posted in accordance with the institution's emergency evacuation plan? 	Yes	

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANT PROGRAMS SECTION

Workforce Investment Act (WIA)

	INSTITUTION: FSP DATE: June 11, 2008 COMPLIANCE TEAM: Mark Lechich	Yes/No or NA	COMMENTS
1.	Duty Statement/Job Description/Credentials – Literacy Learning Lab Do you have a current duty statement on file (within one year)?	Yes	Mr. Hansen is the new Literacy Learning Lab teacher (June 2, 2008).
2.	Do you have a valid credential on file?	Yes	Valid credential in Education Office.
3.	Security/Order – Literacy Learning Lab Are personal alarms issued by the institution to teaching staff and worn?	Yes	Mr. Hansen also has a whistle.
4.	Are exits clearly marked and emergency evacuation plans posted in accordance with the institution's emergency evacuation plan?	Yes	Exit sign is above the door with the evacuation plans on the left side of the door.
5.	Supervisory/Support – Literacy Learning Lab Do you receive support from your supervisor and other educational staff?	Yes	Good support from Ms. Cline, SAI.
6.	Does the Vice Principal visit/observe your class? Does the Principal visit/observe your class? Do you maintain a sign-in log?	Yes	
7.	Inmate Enrollment – Literacy Learning Lab Do you maintain a minimum enrollment of 27 students?	Yes	Twenty-seven students in a pull-out program.
8.	Do students receive direct/group instruction?	Yes	Instruction is through small groups.
9.	Is the Literacy Learning Lab a "self contained" program?	Yes	It operates as a pull-out program using students from existing classrooms. They stay for 90 days.

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANT PROGRAMS SECTION

Workforce Investment Act (WIA)

10.	Student Records/Testing Achievements – Literacy Learning Lab Do you verify non-General Education Development or non-High School graduation of the student?	Yes	Mr. Hansen checks with the assigned teacher for verification.
11.	Do you start a student record file upon the student entering the Literacy Learning Lab program?	Yes	Mr. Hansen begins the student file immediately after the student enters the Plato Literacy Learning Lab.
12.	Does each student have a current Test of Adult Basic Education score? <i>If not, do you refer the student for testing?</i>	Yes	Test of Adult Basic Education and California Adult Student Assessment System scores are current. If student's Test of Adult Basic Education score is not on file, the teacher will discuss the situation with teacher and ensure the test is found or given.
13.	Do you assess student's basic skill level? <i>Describe</i>	Yes	The teacher interviews the student's teacher for appropriate placement level into the software.
14.	Are at least 90% of the California Department of Corrections and Rehabilitation Form 128E chronological reports, classroom records and accountability documents current, accurate and secured?	Yes	All student files are current, accurate, and secured in locked cabinet in assigned teacher's classroom.
15.	Are the Student Files current (incl. Test of Adult Basic Education scores and any other assessment scores)? <i>Review</i>	Yes	All scores are current.
16.	Is there a current Student Job Description on file?	Yes	The Federal Education Grievance Procedure forms are not included in Student Job Description per the Memo dated June 23, 2006.

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANT PROGRAMS SECTION

Workforce Investment Act (WIA)

17.	Instructional Expectations – Literacy Learning Lab Do you use the approved California Department of Corrections and Rehabilitation Competency Based Adult Basic Education curriculum?	Yes	Incorporated in group work and packets.
18.	Are differentiated instructional methods used? Describe	Yes	Group and peer learning are used.
19.	Do students track their own progress?	Yes	Students receive assignment work weekly and they track their PLATO progress from the software.
20.	Do the students receive computer orientation? Is there continuous training? Describe	Yes	The teacher does the orientation and-on going training, if needed, with each new student.
21.	Do you maintain course outlines and lesson plans? Review files	Yes	The teacher has outstanding outlines and lesson plans for daily and weekly activities. Competencies are checked off.
22.	Do you use alternative assessment instruments (besides the required Test of Adult Basic Education), to determine a student's instructional plan? Describe	Yes	The teacher generates reading and math quizzes for student assessment.
23.	Do students spend an average of six months of instructional time enrolled in the program?	Yes	Each student stays for ninety days in the Literacy Learning Lab.
24.	Other Services – Literacy Learning Lab Do you refer students to other services, i.e. medical? Describe the process	Yes	Teacher would contact medical, only if necessary.
25.	Do you provide the students career-related information?	Yes	Job related activities, goal setting and other life skills such as the PLATO software are provided.

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANT PROGRAMS SECTION

Workforce Investment Act (WIA)

26.	Do you have student aides? If so, how many and how are they used?	Yes	There is a teacher aide and a clerk. They provide tutoring and clerical support for the Literacy Learning Lab.
27.	Training – Literacy Learning Lab Have you participated in conferences, workshops and seminars from July 1, 2007–December 31, 2008? If so, provide a list.	No	Mr. Hansen is new in the Literacy Learning Lab Coordinator position and has not attended any conferences, workshops or seminars.
28.	Expenses – Literacy Learning Lab Are spending levels appropriate for material purchases and training to support program needs?	Yes	Mr. Hansen is satisfied with the spending levels.
29.	Equipment – Literacy Learning Lab Do you maintain a complete and current inventory of equipment? Is equipment tagged with a Workforce Investment Act property tag? Conduct an inventory	Yes	This Literacy Learning Lab has new computers. PLATO technicians have not been out to open the upgrades. The Workforce Investment Act Inventory is complete.
30.	Is your software appropriately maintained by PLATO's technical field staff?	Yes	Mr. Hansen is satisfied with the PLATO software. However he would like to have the upgrades installed. The Reading Horizon and the Reading Plus software is not installed.
31.	Do you register all new software purchases with the Associate Information Systems Analyst?	Yes	The Associate Information Systems Analyst is aware of all software used in Literacy Learning Lab.
32.	Committees/Meetings – Literacy Learning Lab How often do you meet with the referral teacher for consultation on a student?	Yes	As needed.

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANT PROGRAMS SECTION

Workforce Investment Act (WIA)

33.	CASAS/TOPSPRO Management Information System (MIS) Coordinator Have you been trained in the area of California Accountability and the TOPSPRO Management Information System to appropriately perform your duties as a Comprehensive Adult Student Assessment System Coordinator? When was the date of the last training? <i>Dates of last trainings</i>	Yes	Mr. Cameron Cooper attended the April, 2007 and the October, 2007 TOPSPRO training conducted by the Workforce Investment Act Administrator. He also attended the 2007 California Adult Student Assessment System Summer Institute.
34.	Do you have an adequate amount of Comprehensive Adult Student Assessment System (CASAS) testing materials to implement CASAS? <i>Explain the CASAS testing procedures at your institution.</i>	Yes	FSP has an adequate amount of testing materials. A sign-out and sign-in sheet is used to track test booklets by both Academic Vice-Principals.
35.	Are the Comprehensive Adult Student Assessment System testing materials appropriately inventoried and secured?	Yes	The tests are locked in a cabinet in the secured Education Office.
36.	Are you using the latest version of the TOPSPRO Management Information System software?	Yes	TOPSPRO version 5.0.
37.	Is the hardware equipment (Scantron machine) and software (TOPSPRO Management Information System) used to implement Comprehensive Adult Student Assessment System appropriately maintained?	Yes	The computer and scanner are in good shape.
38.	Do you provide each teacher with a Student Performance by Competency Report to assist them in preparing lesson plans?	Yes	The Literacy Learning Lab teacher provides competency reports for each student and the whole class. Student gains are reported in the class report.

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANT PROGRAMS SECTION

Workforce Investment Act (WIA)

39.	Do you know how to generate the California Payment Point Report? Can you generate a Preliminary Payment Point Report?	Yes	A Preliminary Payment Report is generated after each scanning to keep tabs on student progress for teachers. He assists the testing coordinator with data cleaning.
40.	Are the appropriate students receiving and completing the Core Performance Surveys? <i>Explain the process in place to ensure that students are receiving the surveys.</i>	Yes	If the ex-student is still at the institution the California Adult Student Assessment System Coordinator locates student to complete survey and submits it to the Workforce Investment Act Administrator.
41.	Can you generate an up to date list of students that will be receiving the Core Performance Survey for the past quarter?	Yes	Third Quarter data showed "No Student Qualified".
42.	Can you generate a Data Integrity site review?	Yes	Data Integrity Report is used to assist the coordinator to locate errors in the data.
43.	Can you generate a Student Gains by Class Report? Can you produce five student Entry/Update records and Pre/Post Test records? (Check reports with Student Gains by Class Report and Student Lister. Dates, testing books, and scores should match between records)	Yes	This report is given to the teachers to account for the students learning gains. All records matched. Mr. Cooper is a dedicated California Adult Student Assessment System coordinator

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANTS PROGRAMS SECTION

Carl D. Perkins Act
Vocational and Technical Education Act Grant

	INSTITUTION: FSP DATE: June 11, 2008 COMPLIANCE TEAM: Ron Callison	Yes/No or NA	COMMENTS						
1.	<div style="border: 1px solid black; padding: 2px;">Inmate Enrollment</div> <p>Is the class meeting the Office of Correctional Education required enrollment quota?</p> <p>(Note the actual enrollment in the comments section).</p>	Yes	<table border="1"> <thead> <tr> <th>#/Class Name/Quota/Enrollment</th> </tr> </thead> <tbody> <tr> <td>1 Electronics 27 5</td> </tr> <tr> <td>2 Janitorial 27 27</td> </tr> </tbody> </table> <p>NOTE: Class #1 has a newly hired teacher and classroom instruction is just beginning.</p>	#/Class Name/Quota/Enrollment	1 Electronics 27 5	2 Janitorial 27 27			
#/Class Name/Quota/Enrollment									
1 Electronics 27 5									
2 Janitorial 27 27									
2.	<div style="border: 1px solid black; padding: 2px;">Equipment Inventory</div> <p>Is the Vocational and Technical Education Act equipment properly tagged?</p> <p>(Note the condition of equipment in the comments section).</p>	Yes	<p>Condition of equipment:</p> <p>Class #1: Good Class #2: Good</p>						
3.	Is Vocational and Technical Education Act equipment used for the intended purpose?	Yes							
4.	<div style="border: 1px solid black; padding: 2px;">Student Records/Testing Achievements</div> <p>Are course completions being issued for Office of Correctional Education program training requirements?</p> <ul style="list-style-type: none"> How many students are trained per year? <p>(Note the number of students trained per year in the comments section).</p>	Yes	<table border="1"> <thead> <tr> <th colspan="2">Number of students trained per year</th> </tr> </thead> <tbody> <tr> <td>Class #1</td> <td>0</td> </tr> <tr> <td>Class #2</td> <td>50</td> </tr> </tbody> </table>	Number of students trained per year		Class #1	0	Class #2	50
Number of students trained per year									
Class #1	0								
Class #2	50								
5.	Do Student files verify equipment training on California Department of Corrections and Rehabilitation Form 128E?	Yes							

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANTS PROGRAMS SECTION

Carl D. Perkins Act
Vocational and Technical Education Act Grant

6.	Is the Office of Correctional Education-approved curriculum and recording system in use?	Yes																									
7.	Are lesson plans in accordance with Office of Correctional Education guidelines?	Yes																									
8.	Related Training Is safety and literacy training taking place in accordance with Office of Correctional Education guidelines?	Yes																									
9.	Vocational Classroom Physical Access Are students able to get physical to the vocational shops over 50% of the time? (Note the "X" and "S" time for the last two prior months).	Yes	<table> <tr> <th>Month</th><th>Class</th><th>X-time hours</th><th>S-time hours</th></tr> <tr> <td>1st</td><td>1st</td><td>0</td><td>0</td></tr> <tr> <td>2nd</td><td>1st</td><td>0</td><td>0</td></tr> <tr> <td>1st</td><td>2nd</td><td>1870</td><td>840</td></tr> <tr> <td>2nd</td><td>2nd</td><td>2863</td><td>1191</td></tr> <tr> <td>Totals:</td><td></td><td>4733</td><td>2031</td></tr> </table>	Month	Class	X-time hours	S-time hours	1 st	1 st	0	0	2 nd	1 st	0	0	1 st	2 nd	1870	840	2 nd	2 nd	2863	1191	Totals:		4733	2031
Month	Class	X-time hours	S-time hours																								
1 st	1 st	0	0																								
2 nd	1 st	0	0																								
1 st	2 nd	1870	840																								
2 nd	2 nd	2863	1191																								
Totals:		4733	2031																								
10.	Trade Advisory Committee Are quarterly meetings held and minutes kept? <i>(Note the Number of Trade Advisory Committee members, number in the comments section).</i>	Yes	Number of TAC members: 1 st Class: 4 members 2 nd Class: 4 members																								

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANTS PROGRAMS SECTION

Carl D. Perkins Act
Vocational and Technical Education Act Grant

11.	<div>Supplemental Areas (not counted for points on the overall Compliance Review)</div> <p>Apprenticeship:</p> <ul style="list-style-type: none"> Number of apprentices <u>5</u> Institutional Pay <u>Yes</u> Union/Company Affiliation <u>In house</u> Current DAS Form <u>N/A</u> OJT Work Logged <u>Yes</u> Less than 5 years <u>Yes</u> 	Yes	<p>Class # 1 will re-establish when class resumes with the newly hired teacher.</p> <p>Class # 2: 4 Members</p>
12.	<p>Is the shop clean?</p> <p>(Note the cleanliness and general maintenance of the shop in the comments section).</p>	Yes	

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANTS PROGRAMS SECTION

Elementary and Secondary Education Act (ESEA) Program

No.	INSTITUTION: FSP DATE: June 18, 2008 COMPLIANCE TEAM: Sarita Mehtani	Yes/No or N/A	COMMENTS
1.	<div style="border: 1px solid black; padding: 2px; background-color: #f0f0f0;"> Duty Statement / Job Description / Credentials </div> Do you have a current duty statement on file (within one year)?	Yes	
2.	Do you have a valid credential on file?	Yes	
3.	<div style="border: 1px solid black; padding: 2px; background-color: #f0f0f0;"> Security / Order </div> Are personal alarms issued by the institution to teaching staff, and worn?	Yes	
4.	Are exits clearly marked and emergency evacuation plans posted in accordance with the institution's emergency evacuation plan?	Yes	
5.	<div style="border: 1px solid black; padding: 2px; background-color: #f0f0f0;"> Supervisory / Support </div> Do you receive support from your supervisor and other educational staff?	Yes	
6.	Do you advertise the Title I Program? Describe what methods you use to advertise this program.	Yes	
7.	Does the Vice-Principal or Principal visit/observe your class? How often? Do you maintain a sign-in log?	Yes	
8.	<div style="border: 1px solid black; padding: 2px; background-color: #f0f0f0;"> Inmate Enrollment </div> Do you have any involvement with the Inmate Assignment Office? <i>Describe</i>	Yes	

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANTS PROGRAMS SECTION

Elementary and Secondary Education Act (ESEA) Program

9a.	Do you have students enrolled in your program for academic instruction only? Currently, how many students are receiving only academic instruction?	Yes	28
9b.	Do you have students enrolled in your program for Transitional Services only? Currently, how many students are receiving only Transitional Services?	Yes	2
10.	Have enrolled Elementary and Secondary Education Act students read and signed The Attendance and Performance Agreement?	Yes	
11.	Have enrolled Elementary and Secondary Education Act students signed an Inmate Trust Withdrawal covering classroom equipment and supplies?	Yes	
12.	<div style="border: 1px solid black; padding: 2px; display: inline-block;">Student Records / Testing Achievements</div> Do you verify General Education Development or High School graduation of the student? If not who does?	Yes	
13.	Do you maintain the student record file and portfolio? When do you begin the development of the student record file and portfolio?	Yes	
14.	Are at least 90% of the California Department of Corrections and Rehabilitation Form 128Es, classroom records and accountability documents current, accurate and secured? REVIEW	Yes	
15.	Do you have current students' Test of Adult Basic Education scores? If not, do you refer the students for testing?	Yes	
16.	Is the Plato system used as a supplement to your academic instruction? EXPLAIN	Yes	The Plato Learning Literacy Lab is used along with academic study.

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANTS PROGRAMS SECTION

Elementary and Secondary Education Act (ESEA) Program

18.	Are you receiving California Adult Student Assessment System Reports; Suggested Next Level Test, Student Profile, and Student Performance by Competency reports? Describe	Yes	Only academic students receive the California Adult Student Assessment System test, others are given the test by the Elementary and Secondary Education Act teacher.
19.	Do you use any other student assessment to assist student placement? Indicate the names of those assessment tools.	Yes	Quizzes, Practice Tests and Pre-General Education Development tests are used of assessments.
20.	<div style="border: 1px solid black; padding: 2px;">Instructional Expectations</div> Do you Interview each eligible student before placing him in the class?	Yes	
21.	Do you use the approved California Department of Corrections and Rehabilitation Competency Based Adult Basic Education curriculum?	Yes	
22.	Do you utilize different instructional modalities in your program? Describe	Yes	Computer, Worksheets, Tutoring and Homework
23.	Are California Adult Student Assessment System and Plato report printouts shared with students and placed in their Elementary and Secondary Education Act classroom file?	Yes	
24.	Do the students receive computer orientation? If so, who provides this training? Is there continuous training?	Yes	Teacher, Peer Clerk
25.	Do you develop an individual course of study for each student? EXPLAIN	Yes	Based on Test of Adult Basic Education and Pre-Tests and Plato work
26.	Do you have a schedule and a list of assigned students? EXPLAIN	Yes	A schedule is placed in Lower Yard Lab and Library

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANTS PROGRAMS SECTION

Elementary and Secondary Education Act (ESEA) Program

27.	Do all the classes utilize the Elementary and Secondary Education Act program services? Name those programs that use the Elementary and Secondary Education Act Program services.	Yes	Vocational, GED, ABE I, II, III, Independent Study and Distance Learning
28.	<div style="border: 1px solid black; padding: 2px;">Transitional Services</div> Is the California Adult Student Assessment System Employability Test administered to those receiving transitional services?	Yes	
29.	Do you provide the students career-related information?	Yes	
30.	<div style="border: 1px solid black; padding: 2px;">Training</div> Have you participated in conferences, workshops and seminars in the current fiscal year? If so, provide a list.	No	The teacher has not participated in any conferences, workshops or seminars in this fiscal year.
31.	<div style="border: 1px solid black; padding: 2px;">Equipment</div> Is your inventory of equipment current? <i>Provide a list.</i>	Yes	
32.	Is equipment tagged with an IASA/Elementary and Secondary Education Act property tag? <i>Conduct an inventory.</i>	Yes	

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANTS PROGRAMS SECTION

Incarcerated Youth Offender (IYO) Program

No.	INSTITUTION: FSP DATE: June 11, 2008 FSP participants= 91 CSP-Sac participants=1	YES/NO OR N/A	COMMENTS
1.	Does the IYO Teacher have a copy of the current Incarcerated Youth Offender Grant?	Yes	On Disk
2.	Is there a signed IYO Enrollment Agreement on file for each participant?	Yes	
3.	Is there evidence on file that each participant graduated from high school or passed the GED exam?	Yes	
4.	Is there a Participant Demographic/ Biographic information sheet on file and, that his/her portfolio has been started?	Yes	
5.	Does the IYO Teacher use CAPS, COPS AND COPES to identify inmate job skills?	Yes	
6.	Are the results of CAPS, COPS AND COPES assessment on file?	Yes	
7.	Does the IYO Teacher Identify inmate jobs indexed to skills?	Yes	
8.	Does the IYO Teacher provide job counseling and job resumes for participant?	Yes	
9.	Does the IYO Teacher provide academic and vocational training courses for participants?	Yes	
10.	Does the IYO Teacher track success of IYO participants after parole?	Yes	CCRC provides tracking information
11.	Does the IYO Teacher provide services to prisons in surrounding areas?	Yes	CSP-Sac & Folsom Minimum Camp

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANTS PROGRAMS SECTION

Incarcerated Youth Offender (IYO) Program

12.	Does the Incarcerated Youth Offender Teacher use the Internet, phone and fax to be in contact with Parolees?	Yes	Internet access is difficult at the Institution. Most Internet activity is done at home.
13.	Does the Incarcerated Youth Offender Teacher meet at least once on a quarterly basis with active participants in Incarcerated Youth Offender?	Yes	
14.	Does the Incarcerated Youth Offender Teacher indicate in Incarcerated Youth Offender database why inmates have declined or dropped from the Incarcerated Youth Offender program?	Yes	
15.	Does the Incarcerated Youth Offender Teacher builds and maintains contact with Vocational and Academic teachers?	Yes	
16.	Does the Incarcerated Youth Offender Teacher prepares and submits reports to the Incarcerated Youth Offender Program Coordinator via memos and the Incarcerated Youth Offender database?	Yes	
17.	Does the Incarcerated Youth Offender Teacher attend training, Incarcerated Youth Offender quarterly meetings and pertinent conferences?	Yes	
18.	Does the Incarcerated Youth Offender Teacher maintain a hard file for each active/inactive or former participant and participant parolee?	Yes	
19.	Does the Incarcerated Youth Offender Teacher hard copy file contain assessment information, enrollment and tuition agreements, evidence of General Education Development or high school completion, contact information and relevant chronological documentation?	Yes	
20.	Does the Incarcerated Youth Offender Teacher hard file and database information are consistent and in agreement with each other?	Yes	

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANTS PROGRAMS SECTION

Incarcerated Youth Offender (IYO) Program

21.	Does the Incarcerated Youth Offender Teacher ensures that the inventory sheet is up to date; all equipment is clearly marked and identified with Incarcerated Youth Offender inventory tags?	Yes	
22.	Does the Incarcerated Youth Offender Teacher works with contracted vendors to help with the successful transition from prison to parole?	Yes	CCRC
23.	Does the Incarcerated Youth Offender Teacher check to ensure transfers from other Incarcerated Youth Offender institutions still meet eligibility requirements?	Yes	
24.	Does the Incarcerated Youth Offender Teacher ensure that only the Incarcerated Youth Offender Representative uses Incarcerated Youth Offender equipment?	Yes	
25.	Does the Incarcerated Youth Offender Teacher use OBIS to update the candidate pool on monthly basis?	Yes	
26.	Does the IYO Teacher Issues trust withdrawals for any materials or equipment loaned to participants?	Yes	
27.	Does the IYO Teacher ensure all information for each participant in the IYO database is current and up to date to include, but not limited to, the following database fields (minimum fields to be completed)?	Yes	
a.	CDC #; First and Last name	Yes	
b.	EPRD; Date Of Birth	Yes	
c.	Date Enrolled IYO	Yes	
d.	Participant Notes if applicable	Yes	
e.	Program Exit Code if applicable	Yes	

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANTS PROGRAMS SECTION

Incarcerated Youth Offender (IYO) Program

f.	Program Exit Date if applicable	Yes	
g.	Parole Region, Unit and County if known	Yes	
h.	Training programs recorded as a separate record and corresponding tuition agreement in participant's file	Yes	
i.	Program Name; Entry Date; Completion Date; Early Exit Date and Reason (if applicable); notes on status of course/course completion, earned grade etc. in Training Placement record	Yes	
j.	Expense Date; Amount; Training Provider; Training Program; Participant Name; CDC# and applicable notes	Yes	
k.	Incarcerated and post incarcerated address noted and recorded as separate records in Location Info.	Yes	
l.	Uses DDPS disk to update IYO database	Yes	.
m.	Has internet access; uses internet as resource for employment and other transitional information for participant	Yes	The only internet access is difficult to use, consequently he uses personal computer at home.
n.	Sends and Receives changes to IYO database to HQ within 24 hours of receiving update disk from HQ.	Yes	